

# GLOBAL LEARNING VALUE PILOT RUBRIC



## Definition

Global learning is an analysis of and an engagement with complex, interdependent global systems (natural, physical, social, cultural, economic, political) and their implications and legacies through real-world contexts. Through global learning, students should become informed, empathetic, and responsible citizens who understand and reflect on how their actions impact both local and global communities and who seek to address the world's most pressing and enduring issues collaboratively and equitably.

## Framing Language

Global learning is based on the principle that the world is interdependent but unequal and that higher education has a vital role in expanding knowledge about human and natural systems and in fostering individuals who advance equity and justice both at home and abroad. Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, apply that learning to take responsible action in real-world contexts, and engage in deep reflection on the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, empathy, ethics, and perspective-taking as they collaborate with diverse others to address shared local and global concerns.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

**Self-Awareness and Empathy:** in the context of global learning, the student works on a continuum to develop a mature, integrated “global identity” with a systemic understanding of the interrelationships between the self, community, the wider culture, and the physical world. This requires cultivating a deep emotional understanding of the multiple sources of one's own feelings and viewpoints and those of others.

**Personal and Social Responsibility:** the act of striving for integrity and excellence in recognition on one's responsibility to the wider society, locally, nationally, and globally, and developing a global perspective of social justice and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

**Perspective-taking:** the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's positionality both informs and limits one's knowledge. The goal is to develop facility in understanding the interrelationships between multiple perspectives: personal, social, cultural, disciplinary, environmental, local, global, etc.

**Intercultural Competence:** the ability to recognize cultural differences and communicate comfortably and respectfully across those differences. On an individual level, this means "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, J. M. 2008). On a systems level, this means the analysis of the power structures and the symbols embedded within cultures as well as the capacity to differentiate within and between cultures. A deep knowledge of one's own culture is a precursor to intercultural competency.

**Global Systems:** the complex and overlapping worldwide systems, whether natural, physical, social, cultural, economic, political, or other, which operate in observable patterns and usually are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) were constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

**Knowledge Application:** in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures and societies (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem solving both alone and with others.

**Globalization:** the expanding scale, growing magnitude, speeding up and deepening impact of interregional flows of things like trade, capital, people, and information through physical (banking systems), normative (trade rules), and symbolic (English as a lingua franca) infrastructures that intensify the sense of interdependencies (Held and McGrew, 2000, pp. 4, and 3).

## Sources

Bennett, J. M. 2008.) Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Held, D. and A. McGrew, D. Goldblatt, and J. Perraton. 2000. *Global Transformations: Politics, Economics, and Culture*. Cambridge, England: Polity Press.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

DIMENSION	Capstone 4	Milestones 32		Benchmark 1
<i>Self-Awareness and Empathy</i>	Sophisticated capacity to position the self within a broader global context and act in moral and humane ways to address significant global problems and advocate for lasting social change.	More consistent capacity to position the self in relationship to the broader social and physical worlds, and form empathetic responses towards others to identify and address common global problems.	Growing capacity to connect the self with wider contexts and to act in empathetic ways with others.	Emergent capacity to connect the self with wider global contexts and feel empathy towards others.
<i>Personal and Social Responsibility</i>	Sophisticated ability to evaluate and take informed action in response to ethical dimensions of global power relations and asymmetries and to describe the consequences of differing individual and collective interventions to address social, environmental, or economic global problems.	More consistent capacity to apply multiple frameworks for examining ethical dimensions of power relations and asymmetries globally and locally and to evaluate personal, local, or national actions informed by globally-conscious, socially responsible understandings.	Growing capacity to analyze ethical dimensions of power asymmetries globally and within individual societies and to compare one's personal sense of ethics, service, and civic responsibility with those of others.	Emergent capacity to identify some ethical dimensions of global power asymmetries and describe some local or national decisions that have global impact.
<i>Perspective Taking</i>	Sophisticated exploration of complex subjects from multiple perspectives with an appreciation of the interconnectivity between viewpoints while addressing significant global problems	Consistent ability to include multiple global perspectives in inquiry and analysis and to identify and understand multiple perspectives within human societies and the natural world.	Growing openness to multiple perspectives (personal, cultural, disciplinary) and an emergent ability to use multiple perspectives to describe and explain the relationship between human societies and the natural world	Baseline awareness of multiple perspectives while maintaining a value preference for own positioning (personal, cultural, disciplinary, etc).
<i>Intercultural Competence</i>	Sophisticated and nuanced exploration of multiple cultural experiences and analysis of how they connect to the broader global legacies and systems. Ability to comfortably, respectfully, and meaningfully engage culturally different others with a consistent willingness to learn.	Consistent ability to draw connections between two or more cultural perspectives and to describe the global systemic asymmetries and legacies that may influence those perspectives as well as their own. Ability to initiate meaningful interactions with culturally different others without judgment.	Emergent ability to draw connections between two or more cultural contexts and to identify the systemic asymmetries and legacies that have influenced them. Openness to limited interaction with culturally different others.	Perceives the experiences of others through own cultural worldview with minimal understanding of the historical and contemporary systemic asymmetries and legacies linked to persons, places, and cultures. Hesitant interaction with culturally different others.
<i>Understanding Global Systems</i>	Synthesizes the understanding of the role and impact of human organizations and actions on global structures and the natural world and uses integrative global competencies to address with others complex problems embedded in global systems to create greater equity, justice, and sustainability.	Consistently understands the role and impact of human organizations and actions on global structures and the natural world, and uses that knowledge of the major elements of global systems, complex interconnections, and differential consequences to craft appropriate courses of possible action.	Demonstrates intermittent understanding of the role and impact of human organizations and actions on global structures and the natural world and can explain how local and global institutions, ideas, processes, and people interact with and affect one another in differential ways	Demonstrates emergent understanding of the role and impact of human organizations and actions on global structures and the natural world, and can identify connections between some global and local institutions, ideas, and processes.
<i>Applying Knowledge to Real-World Contexts</i>	Works with others to identify and explain locally-appropriate, sustainable solutions to complex, ill-structured global problems using frameworks from multiple disciplinary perspectives	Identifies and explains appropriate solutions to global challenges, apply multiple disciplinary lenses to complex, ill-structured problems, and to work respectfully and effectively with others to form solutions to address shared concerns.	Identifies social and cultural contexts surrounding global challenges and uses multiple disciplinary lenses to consider and develop potential solutions for complex, ill-structured global problems.	Identifies global challenges and forms elementary solutions with emerging recognition of the interdisciplinary nature of global learning.